

INTRODUCTION TO DRUGGED DRIVING

ADMINISTRATOR'S GUIDE

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A. Purpose Of This Document

This Administrator's Guide provides an introduction to and an overview of the half-day instructional module entitled "Introduction to Drugged Driving". The module is designed to be delivered with the curriculum entitled "DWI Detection and Standardized Field Sobriety Testing", a program of instruction intended for delivery to as many as possible of the nation's traffic law enforcement officers. That curriculum is designed to help those officers become more proficient at detecting, apprehending, testing and convicting alcohol-impaired drivers.

The module's subject matter relates to a second curriculum, "Drug Evaluation and Classification", which provides a seven-day classroom training program as the first step in qualifying an officer to serve as a drug recognition expert (DRE). This training is intended to be delivered on a much more selective basis, e.g., perhaps to only a few percent of traffic law enforcement officers. A qualified DRE is a specially-skilled individual who can examine a person suspected of drug impairment and determine, with a high degree of accuracy, the broad category (or combination of categories) of drugs causing the impairment. A DRE conducts an evaluation only after a suspect has been apprehended (for DWI or some other offense), and only when there is reason to believe that alcohol alone is not responsible for the impairment.

A mounting body of data suggests that an appreciable percentage of DWI violators may be under the influence of drugs other than alcohol, either alone or in combination with alcohol. Estimates of this "appreciable percentage" vary, but all estimators agree that the average DWI enforcement officer almost inevitably will encounter drug-impaired drivers from time to time. Therefore, it is important that the officer be able to recognize when he or she has encountered a drug-impaired suspect, and to call this to the attention of a qualified DRE. The half-day module is designed to address that need.

This Administrator's Guide is intended for law enforcement agencies that have already trained their personnel in standardized field sobriety testing. The Guide supports delivery of the module "Introduction to Drugged Driving" as a stand-alone program of instruction, e.g., for in-service training.

This Administrator's Guide facilitates planning and implementation of the module. The Guide overviews the half-day course of instruction and the documents and other materials that make up the module's curriculum package.

It describes the module's curriculum package. It describes the module's administrative requirements and offers guidelines for discharging those requirements satisfactorily. It outlines the preparatory work that must be accomplished by a law enforcement agency before the module can be offered to that agency's personnel. And, it describes the follow-up work that should be undertaken to ensure the continuing delivery of the highest possible quality of instruction.

Before addressing the details of this introductory module, it is appropriate to emphasize one thing that the module will not do:

**THIS TRAINING WILL NOT QUALIFY AN OFFICER
TO SERVE AS A DRUG RECOGNITION EXPERT.**

True, the subject matter covered touches upon some (but not all) of the factors a DRE considers in examining a drug-impaired suspect. But no one should attempt to identify drug categories based only on the knowledge acquired through this module. Any such attempt will cheapen, and perhaps diminish the court's willingness to accept, the highly specialized knowledge and skills that a DRE must work long and hard to develop.

B. Overview Of The Module

1. For Whom Is The Training Intended?

This module is designed primarily for police officers who are able to administer and interpret the horizontal gaze nystagmus test for alcohol-impaired suspects. The student should be fully conversant with the procedural "mechanics" of HGN, with the three clues of HGN, and with the interpretation of those clues for assessing alcohol impairment. A major focus of this module is on the examination of a drug-impaired suspect's eyes, and the procedures for those eye examinations derive largely from HGN procedures.

2. What Are The Purposes Of The Module?

The purpose of the module is to improve participants' ability to recognize suspects who may be under the influence of drugs other than alcohol, and to take appropriate action when they encounter such suspects. The "appropriate action" usually will be to request a medical examination of the suspect. The hope and expectation is that, due to this training, fewer drug- or medically-impaired suspects will avoid detection or be treated simply as alcohol-impaired. In those agencies that have a drug evaluation and classification program, the "appropriate action" would be to summon a DRE.

Note that the purpose of this module does not require that the student develop the ability to distinguish what type of drug is responsible for the observed impairment. Indeed, we assert that this module, by itself, cannot develop that ability. But, the student should become more adept to recognizing the possible presence of some drug other than alcohol, or a medical condition, and at conveying a credible basis for that suspicion.

3. What Will The Participants Get Out Of The Module?

The student who successfully completes the module will be able to:

- o define the term "drug" in the context of this course;
- o describe in approximate, quantitative terms the incidence of drug involvement in motor vehicle crashes and DWI enforcement;
- o name the major categories of drugs;
- o describe the observable signs of impairment generally associated with the major drug categories;
- o describe medical conditions and other situations that can produce similar signs of impairment; and,
- o describe appropriate procedures for dealing with drug-impaired or medically impaired suspects.

It should be noted that material to support training in the appropriate procedures for dealing with drug- or medically-impaired suspects must be developed by each department participating in this training. NHTSA has not attempted to prepare generic lesson plans to cover these procedures, since it is not possible to anticipate the logistic and other considerations that will face every department.

4. What Subject Matter Does The Module Cover?

The principal content topics include:

- (1) The concept of "drugs" in the context of DWI enforcement. Basically, as far as the traffic law enforcement officer is concerned, a "drug" is a substance that impairs driving ability.
- (2) The magnitude and scope of drug use and abuse in America, and the involvement of drugs in impaired driving incidents.

- (3) The role of eye examinations in disclosing the possibility of drug impairment, and in suggesting the possible category or categories of drugs, or medical conditions causing a particular suspect's impairment.
- (4) The observable effects of each of seven major categories of drugs.
- (5) The effects likely to result from various combinations of drugs.
- (6) The department's prescribed procedures for dealing with cases involving suspected drug influence or medical conditions.

5. What Activities Take Place During The Training?

The module relies primarily on instructor-led presentations. This is in keeping with its focus on information development, rather than skill development.

6. How Long Does The Module Take?

The total instructional time (excluding breaks) is three hours and thirty minutes.

C. Overview Of The Curriculum Package

In addition to this Administrator's Guide, the curriculum package for this module includes the following materials:

- o Instructor's Lesson Plans Manual
- o Visual Aids
- o Student's Manual

1. Instructor's Lesson Plans Manual

The Instructor's Lesson Plans Manual is a complete and detailed blueprint of what the module covers and how it is to be taught. The lesson plans are arranged in a standard, side-by-side format. The left side page outlines the subject-matter content, i.e., what is to be taught. The "content" page presents:

- o Facts;
- o Concepts;
- o Procedural Steps;
- o Rules and Regulations;
- o Etc.

The right side page presents "instructional notes" associated with the content. The notes outline how the content is to be taught. Typical entries under the instructional notes column include:

- o The approximate amount of time to be devoted to each major content segment;
- o Indications of what visual aids are to be used and when they are to be used;
- o Questions that can be posed to the participants to involve them more actively in the presentation;
- o Indications of points requiring special emphasis;
- o Examples and other techniques for clarifying the concepts being presented.

The Instructor's Lesson Plans Manual serves, first, as a means of preparing the instructor to teach the module. They should review the entire set of lesson plans, and become familiar with their contents and learning activities, to develop a clear understanding of how the various segments of the module "fit" together. The instructor is expected to become thoroughly familiar with each segment that they are assigned to teach, to prepare the relevant visual aids, and to assemble all "props" and other instructional equipment referenced in the lesson plans. The instructor should also modify or augment the instructional notes as necessary to ensure that their own teaching style is applied to the content.

Subsequently, the Instructor's Lesson Plans Manual serves as an in-class reference document for the instructor, to help them maintain the sequence and pace of presentations and other learning activities.

It is worth emphasizing that the Instructor's Lesson Plans Manual does not contain the texts of speeches. Although its outlines of content information are fairly well detailed, those outlines are not to be read verbatim to the participants.

2. Visual Aids

Three types of visual aids are used in this module:

- o Dry-erase board/flip-chart presentations (which are indicated in the "instructional notes" of the lesson plans, and are self-explanatory);

- o Overhead transparencies;
- o Video/DVD;
- o PowerPoint.

The overhead transparencies, or "visuals", are simple displays of graphic and/or narrative material that emphasize key points and support the instructor's presentation.

Each visual is numbered, and is referenced by number in the lesson plans to indicate when and how the visual is to be used.

Paper copies of all visuals are included in the Instructor's Lesson Plans Manual. Those copies can be photocopied onto acetate to produce overhead transparencies, or they can be photographed to produce 35mm slides.

The videos are excerpts from the videos developed for NHTSA's Drug Evaluation and Classification Training Program. They depict portions of examinations of persons suspected of drug impairment.

3. Student's Manual

The Student's manual is the principal reference source for this module. It contains summaries of the main points of the module's content, and guidance for further study and review by the student.

D. General Administrative Requirements

1. Delivery Contexts

This module is compatible with a wide variety of delivery contexts. NHTSA designed the module as an integral part of the "DWI Detection and Standardized Field Sobriety Testing" curriculum. But the module can also be delivered as a stand-alone training program, e.g., as a portion of the department's annual in-service training schedule. With some minor modifications, it should also be possible to sub-divide the module into 20-30 minute segments suitable for delivery as roll call training. The module is also suited to serve as briefing material for judges, prosecutors and other traffic safety personnel.

2. Facility Requirements

The module requires no special instructional facilities. A standard classroom, equipped with a screen, dry-erase board, appropriate projector, (LCD as necessary) video player and monitor and adequate seating/table space for all participants will suffice.

3. Instructor Qualifications

Ideally, the principal instructor(s) for this module should at least have completed the classroom training phase of the Drug Evaluation and Classification Program. However, it is possible to teach this module adequately without having had that training, provided:

- (1) The instructor is thoroughly versed in Standardized Field Sobriety Testing; and,
- (2) has studied the student manual for the module in detail; and,
- (3) has participated in demonstrations of the eye examinations featured in the module.

4. Class Size Considerations

Because the module is concerned primarily with information delivery rather than skills development, reasonably large classes can be accommodated. A practical upper limit is approximately 35-40 participants. Any larger class probably would not afford individual participants sufficient opportunity to interact with instructors (e.g., through questions, comments, etc.) as much as would be desired.

E. Planning and Preparation Requirements

The planning and preparation requirements for this module are the standard requirements associated with any classroom training:

- o Select instructors and assign them to deliver specific segments of the module. Make sure that all instructors review all portions of the module, so that they understand how their assignments "fit into" the total program.
- o Prepare all visuals.

- o Obtain the necessary instructional equipment and make sure that all equipment is in proper working order (including LCD projector for PowerPoint)
- o Verify that all candidate participants have previously completed (or will have completed, prior to delivery of the module) training in horizontal gaze nystagmus.
- o Arrange the classroom so that all participants will have a clear view of the instructor, screen, dry-erase board and video monitor.
- o Obtain (or reproduce) sufficient copies of the Student's manual and any other handout materials.

F. Follow-Up Requirements

It is highly desirable that both the delivery and impact of this module be evaluated. Evaluation of "delivery" focuses on the general question "what did the participants think of this training?" Evaluation of "impact" concerns itself with "how has the training affected participants' on-the-job performance?"

Important data for evaluating training "delivery" can be obtained from the anonymous Student's Critique Form (included in the Instructor's Lesson Plans Manual). Each student should be requested to complete and submit the form immediately upon conclusion of the training. Guidelines for analyzing the student's Critique Form and preparing a post-course evaluation report are covered in Section G.

G. Guidelines For Preparing Post-Course Evaluation

A standard NHTSA/TSI participant's critique form is provided to document participant's initial ratings of course content and activities. The form is divided into eight parts:

- A. Workshop/Seminar Objectives
- B. Course Activities
- C. Course Design
- D. Topic Deletions
- E. Topic Additions
- F. Overall Quality of the Course
- G. Quality of Instruction
- H. Final Comments or Suggestions

The following instructions are provided to guide review, analysis and interpretation of participant's comments:

Section A - Workshop/Seminar Objectives

Determine raw tabulation and percentages for each objective:

- o If the "no"/"not sure" responses total 20% or more, some explanation should be provided. Assess the problem and explain or recommend changes as appropriate.

Section B - Course Activities

The rating choices are as follows:

1. Very Important
2. Somewhat Important
3. Un-Important
4. Not Sure

Analysis Procedures

Step 1: Tabulate total number of responses in each category for each category for each activity.

Step 2: The following values should be applied:

- o +2 for each "very important"
- o 0 for each "somewhat important"
- o -2 for each "un-important"
- o -1 for each "not sure"

Step 3: Determine total number of points for each activity.

Step 4: Divide the totals by twice the number of votes (N).

Step 5: The result is the final rating.

Any rating of +.5 or higher indicated the participant's consensus was that the activity (segment) was "very important".

If the rating is below +.2, some explanation should be provided... assess the reason(s) and explain or recommend changes as appropriate.

If the rating is below 0 there is a serious problem...assess the problem(s) and explain or recommend changes as appropriate.

Section C - Course Design

Determine raw tabulation and percentage for each statement.

Some comment or explanation should be provided if the inappropriate ("agree"/"disagree") or "not sure" responses exceed 20%.

Section D & E - Topic Deletion/Additions

Prepare a summary of responses for each section. Comment as appropriate.

Section F - Overall Quality of the Seminar

Total the numerical ratings, and divide by the number of responding participants. That gives the average rating for the seminar, on the scale from 1 ("very poor") to 5 ("excellent"). Comment as appropriate.

Section G - Quality of Instruction

For each instructor, tabulate his or her numerical ratings, and divide by the number of responding participants. Comment as appropriate.

Section H - Final Comments

Prepare a summary of responses for each section. Comment as appropriate.

NOTE: A copy of the completed post course evaluation report should be forwarded to the appropriate State Highway Safety Office and/or NHTSA Field Region Office.

H. Requests For Information, Assistance or Materials

Requests for further assistance should be directed to the Transportation Safety Institute, via your State's Office of Highway Safety and your NHTSA Regional Office.